Olweus Bullying Prevention Program (*OBPP*)
Grant Application Toolkit

Primary Components of a Typical Grant Application

This Grant Application Toolkit provides information and sample text for a grant writer to use when writing funding applications for implementation of the *Olweus Bullying Prevention Program* (*OBPP*). The primary components of a typical grant application are included. The template uses *[Your School]* in the text as a substitute for your school's actual name. When text is in this font, it means it is part of the template and, after you have modified it to reference your school, it may be copied and pasted directly into your application. **Please ensure that footnotes are preserved when you copy text to ensure proper documentation of the sources from which references are drawn.** Add details about your school and vision to help grant reviewers (1) positively envision this program enacted at your school, and (2) understand that your school is the ideal recipient of their funding assistance. It will take time and effort to assemble sufficient details. Remember that these are the essential ingredients that will bring this template, and ultimately your plans, to life.

I. Needs Assessment

A. National and International Information

See the section titled "The Epidemic" in "The Bullying Epidemic and the *Olweus Bullying Prevention Program*" fact sheet in this toolkit to find information that may be copied and pasted into this section of your application. For example:

> In the aftermath of fatal school shootings in Littleton, Colorado; Springfield, Oregon; West Paducah, Kentucky; and Jonesboro, Arkansas, all of America wondered what could drive young people to such acts of violence. We now know that bullying is part of the cause. In the 2002 Safe School Initiative report, the U.S. Secret Service and Department of Education found that in thirty-seven school shootings from 1974 to 2000, "Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked, or injured by others prior to the

incident."[1] Thankfully, school shootings are still rare, but they do spotlight one of the most serious consequences of bullying—seeking retaliation.

Recognizing that bullying is a serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. According to the 2016 *Preventing Bullying Through Science, Policy, and Practice* report, school-based bullying likely affects between 18 and 31 percent of children and youth.[2] A key finding in the report was that bullying is associated with harmful short- and long-term consequences for youth who are bullied and for those who do the bullying. Consequences include a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. Reducing the prevalence of bullying and minimizing the harm it causes can have a positive impact on the well-being of children. Multicomponent schoolwide programs appear to be most effective at reducing bullying.

Be mindful of the mission and goals of each funder to which you apply, and selectively provide the information that helps you most clearly demonstrate connections between the funder's purpose, the national bullying epidemic, and your school's bullying problem.

B. State Information

Include information from sources such as your state's Youth Risk Behavior Survey or Department of Education. Refer to https://nccd.cdc.gov/youthonline/App/Default.aspx to see if your state participates in the state-by-state collection of data by the Centers for Disease Control and Prevention that comprises the Youth Risk Behavior Survey. Here is an example of how to use this data:

According to the 2015 Massachusetts Youth Risk Behavior Survey, 15.6 percent of high school students in Massachusetts reported being bullied at school in the

---

1. Bryan Vossekuil, with Robert A. Fein, Marissa Reddy, Randy Borum, and William Modzeleski, *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States* (Washington, DC: United States Secret Service and United States Department of Education, May 2002), 21.

2. National Academies of Sciences, Engineering, and Medicine, *Preventing Bullying Through Science, Policy, and Practice* (Washington, DC: The National Academies Press, 2016), doi: 10.17226/23482.

past year.[3] Bullying was defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue, fight, or tease each other in a friendly way.

Again, be mindful of choosing information that will be interesting and relevant to each funder.

C. Local Information

Be as specific as you can when you describe the bullying problem at your school and don't assume the grant reviewer knows anything about your community or the situation. Don't dwell on the negative or present the problem as one that's too overwhelming to solve. Instead, briefly and concretely describe the problem in a way that makes it clear that it can be addressed if your school is able to implement *OBPP.* After compiling your local data, present it in a form consistent with your presentation of national and state data above.

Include demographic information, such as:

- the number of students in your school by grade level
- the school's location (rural, urban, or suburban)
- relevant demographic data about diversity, crime, drug use, mobility rates, socioeconomic conditions, etc. in your community

Also include bullying data specific to your school, such as:

- number of behavior incidents reported over the past year
- percentage increase of behavior problems, compared with other years
- description of the level of teacher frustration due to instructional time lost when managing bullying behaviors and effects
- comparison of your school's data to national and state trends
- results of any survey or other data the school has collected from students or parents about bullying in your school

---

3. Centers for Disease Control and Prevention, "High School Youth Risk Behavior Survey: Massachusetts 2015 Results," https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=MA.

Consider using the Olweus Bullying Questionnaire to gather specific data for your school. The questionnaire is available through Hazelden Publishing: www.hazelden.org/olweus.

II. Organizational Capacity

In this section, you will convince grant reviewers that your organization has the capacity to implement the project you have proposed. This is a key place to "blow your own horn." Most grants are highly competitive, so you need to convince reviewers that your organization is worthy of their investment and that you will be good stewards of their funding. Describe how your plan will meet their goals and demands.

Demonstrate that your school is well positioned for success with the *Olweus Bullying Prevention Program.* Give a brief history of your school's efforts to prevent bullying and/or related adolescent problems, such as alcohol and other drug use. List the staff members who will participate in the grant and describe their qualifications. Include the percentage of time each staff member will dedicate to this project. Also, identify any additional resources that are in place to support your implementation process: community organizations, parent and volunteer groups, neighborhood leaders, volunteers, etc. You can also include *OBPP* support components that you plan to use as resources:

- Certified Olweus Trainer-Consultants may be contracted to aid in program implementation. Trainer-Consultants offer a wealth of knowledge about the program and provide ongoing consultation in person, as well as via telephone and the Internet. Your Trainer-Consultant can also connect you to other schools that have successfully implemented the program.
- The *OBPP* website (www.clemson.edu/olweus) provides background information, implementation strategies, training information, current evaluation research, and related resources.
- The Hazelden Publishing website (www.violencepreventionworks.org) provides background information about the program and specific information about purchasing program materials.

If you plan to work with an Olweus Trainer-Consultant, you may wish to explain the process you will use to select this person and describe the qualifications of all certified Olweus Trainer-Consultants, detailed on the Olweus website. If you have already selected a Trainer-Consultant to lead your project, include this person's name and a brief biography highlighting his or her qualifications. You can also attach your Trainer-Consultant's resume as an addendum to your grant application.

You might also discuss your selection of *OBPP* in terms of its research-based approach, demonstrated effectiveness, and national recognition as the ideal program to meet the needs of your school. Information detailing these aspects of *OBPP* may be copied from the fact sheets in this toolkit and pasted directly into your grant application.

III. Anticipated Outcomes

The *Olweus Bullying Prevention Program* has been more thoroughly evaluated than any other bullying intervention so far. Six large-scale evaluations involving more than forty thousand students have documented significant results.[4] *[Your School]* anticipates similar, if not stronger, outcomes:

1. *[Your School]* will reduce the number of student reports of bullying others, of being bullied, and of general behavior incidents.
2. *[Your School]* will prevent new bullying problems.
3. *[Your School]* will reduce related antisocial behaviors such as vandalism, fighting, theft, and truancy.
4. *[Your School]* will achieve better peer relations at school.
5. *[Your School]* will improve our social climate in classrooms and throughout the school environment, to be demonstrated by student reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school.

---

4. Dan Olweus, "Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program," in *The Development and Treatment of Childhood Aggression,* ed. Debra J. Pepler and Kenneth H. Rubin (Hillsdale, N.J.: Erlbaum, 1991), 411–48; Dan Olweus, "A Useful Evaluation Design, and Effects of the *Olweus Bullying Prevention Program,*" *Psychology, Crime & Law* 11 (2005): 389–402; Dan Olweus and Susan P. Limber, *Blueprints for Violence Prevention: Bullying Prevention Program* (Boulder: Program Institute of Behavioral Science, University of Colorado, 1999); Jan Helge Kallestad and Dan Olweus, "Predicting Teachers' and Schools' Implementation of the *Olweus Bullying Prevention Program:* A Multilevel Study," *Prevention and Treatment* 6 (2003): 3–21.

6. Implementation of *OBPP* will help *[Your School]* meet these National Health Education Standards and Performance Indicators:

> Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
>
> Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
>
> Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
>
> Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
>
> Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

7. *OBPP* will help *[Your School]* address Common Core Standards. Click here for additional information about the connection between academic standards and *OBPP.*

8. *OBPP* will help *[Your School]* with our efforts to meet the following federal mandates and programs:

    [Outline your school's relevant initiatives, such as school climate reform, school connectedness, juvenile delinquency prevention, school dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets.]

9. Research demonstrating the positive link between bullying prevention and student achievement indicates that *OBPP* will help *[Your School]* make positive improvements in statewide student achievement assessments and Every Student Succeeds Act requirements.[5]

IV. History of the Olweus Bullying Prevention Program

Bullying has probably been around as long as people have, when a more powerful member of a tribe discovered he could control a weaker member through threats or

---

5. C. B. Fleming, K. P. Haggerty, R. F. Catalano, T.W. Harachi, J. J. Mazza, and D. H. Gruman, "Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades?" *Journal of School Health* 75 (2005): 342–49.

physical intimidation. But it wasn't until the early 1970s that Dan Olweus, PhD, a professor at the Research Centre for Health Promotion at the University of Bergen in Norway, initiated the first systematic research study about bullying in the world. The results were published in 1973 in Sweden and 1978 in the United States in the book *Aggression in the Schools: Bullies and Whipping Boys*. Yet, until the early 1990s, there was very little attention to and research on the topic of bullying outside of Scandinavia.

In 1983, after three previously bullied boys in northern Norway committed suicide, Dr. Olweus developed the *Olweus Bullying Prevention Program* (*OBPP*) as part of Norway's national campaign against bullying in schools. *OBPP* was carefully evaluated in a large-scale project involving 40,000 students from forty-two schools who were followed over a period of two and a half years.[6]

The program has since been refined, expanded, and further evaluated with successful results in five additional large-scale projects in Norway. Since 2001, as part of the Norwegian government's plans for the prevention and reduction of delinquency and violence among children and youth, *OBPP* has been implemented on a large-scale basis in elementary and lower secondary schools throughout Norway.

Dr. Olweus has for a long time seen the phenomenon of bullying in the context of human rights.[7] As early as 1981, he proposed enacting a law against bullying in schools. He argued that it is a fundamental human right for a student to feel safe in school and to be spared the repeated humiliation implied in bullying. In the mid-1990s, these arguments led to legislation against bullying by the Swedish and Norwegian parliaments. Similar legislation has been adopted in all fifty states in the United States and in several other countries.

During the 1990s, Dr. Olweus worked closely with American colleagues—notably Dr. Susan P. Limber, now at Clemson University in South Carolina—to implement and evaluate the program in the United States, also resulting in positive outcomes. Since then, thousands of schools in almost every state in the United States have used the program, and that number is growing. Additional studies of these efforts are being

6. Olweus, "Bully/Victim Problems among Schoolchildren," 411–48.
7. Dan Olweus, "Vad skapar aggressiva barn?" [What creates aggressive children?], in *Normkrise og oppdragelse* [Norm crisis and child rearing], ed. A. O. Telhaug and S. E. Vestre (Oslo, Norway: Didakta, 1981); Dan Olweus, "Sweden," in *The Nature of School Bullying: A Cross-National Perspective*, ed. P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, and P. Slee (London: Routledge, 1999), 7–27.

conducted. Summaries of and citations for current research may be found at
www.clemson.edu/olweus.

V. Implementation Plan

This section will particularly benefit from you adding many details and a great amount of specificity regarding your school and your unique vision. Remember, the goal is to get the grant reviewer to visualize and value your plans.

A. Establish a structure for coordinating OBPP *in the school community.*

1. Identify and select *OBPP* committee members and an OBPP coordinator. *[Name as many of these people, and their present job titles, as you can. Make sure you obtain letters of commitment from named individuals to substantiate your claim of their support and involvement.]*

2. Train committee members and the *OBPP* coordinator. Initiate their two-year consultation relationship with a nationally certified *OBPP* Trainer-Consultant. Integrate community involvement steps into this plan.

3. Administer the Olweus Bullying Questionnaire schoolwide to assess the nature and prevalence of bullying at *[Your School]*.

4. Train *[Specify all groups who will be trained at your site and specify how many people are in each group, such as the number of classroom teachers, specialists, resource teachers, support staff, parents, school bus drivers, cafeteria workers, custodians, and any others.]*.

5. Review results of the survey with an *OBPP* Trainer-Consultant and the school staff, discuss elements of *OBPP,* and make specific plans for implementing the program during the upcoming school year.

6. Introduce *[Your School]*'s rules against bullying.

7. Review and refine *[Your School]*'s supervisory system.

8. Hold a school kickoff event to launch the program.

9. Meet with parent groups to assess and improve parent involvement on an ongoing basis.

10. Increase teacher supervision of students in locations where bullying occurs most frequently at school. This will be implemented after the questionnaire has

identified particular hot spots within *[Your School]*, which may include the playground, classroom, and lunchroom.

B. Establish and support classroom-level components.
1. Post and enforce schoolwide rules against bullying in each classroom.
2. Hold regular class meetings to discuss bullying and other social-emotional learning topics. Class meetings are also used to engage students in a variety of activities (such as role-playing, writing, and small-group discussions) through which they gain a better appreciation of the harm caused by bullying and learn strategies to combat it.
3. Address the effects of bullying on bystanders during class meetings and/or special training sessions for student leaders. Students who observe bullying may feel anxious (perhaps they will be targeted next?) or guilty (for not intervening to stop bullying). Over time, students who observe frequent bullying may feel less and less empathy for the student who is being bullied.
4. Meet with parents.

C. Establish and support targeted components for individuals at risk.
1. Supervise students' activities.
2. Ensure that appropriate school staff members intervene on the spot when bullying occurs.
3. Hold meetings with students involved in bullying and their parents, to ensure that bullying behaviors cease and that students who have been bullied receive the necessary support to avoid future bullying.
4. Develop individualized intervention plans for students at risk.

D. Integrate community-level components.
1. Involve community members on the Bullying Prevention Coordinating Committee (BPCC).
2. Develop partnerships with community members to support the program.

3. Help spread anti-bullying messages and principles of best practice in the community by engaging community partners and providing training for staff members and volunteers of community agencies.

During initial training discussions, our program director and coordinating committee will refine *[Your School]*'s *OBPP* action plan to further detail the steps of program implementation and to add steps for the integration of community services (such as mental and social health providers, local law enforcement personnel, and business representatives). *OBPP* staff will provide technical assistance and renewal trainings as needed to assist with implementation of the action plan.

VI. Implementation Timeline

Here is a sample implementation timeline that shows an optimal schedule, with the program launch occurring right away in early fall.

Target Dates for Fall Launch	Activity
Late winter/early spring	Select members of the Bullying Prevention Coordinating Committee (BPCC) and an on-site *OBPP* coordinator.
March/April	Administer the Olweus Bullying Questionnaire.
April/May	Hold a two-day training with members of the BPCC; have the committee meet every two weeks to work out the details of program implementation.
May/June	Obtain data from the Olweus Bullying Questionnaire; review data from the questionnaire.
August/September	Conduct a one-day training with all school staff. Also hold your school kick-off event(s) with students and parents.
Beginning of the fall semester, following the one-day staff training	Plan, schedule, and launch other elements of the schoolwide program: • Introduce school/class rules against bullying.

	- Begin class meetings. - Increase supervision; review and coordinate your supervisory system. - Initiate individual interventions with students. - Start regular staff discussion groups (scheduled before the school year starts). - Hold parent meetings.

Modify the blank table below to outline your school's timeline. Be reasonably detailed and specific in describing your implementation steps, and remember to include approximately four to six months to prepare for your launch date. Also include enough time for your program to show successful results. For students in grades 4 through 7, most results can be seen after eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–10, it may take closer to two years to achieve equally good results.

Target Dates for Fall Launch of *OBPP*	Activity

VII. Budget

Please contact your Hazelden Publishing representative at 1-800-328-9000 for assistance completing the program materials section of the budget for your project's grant application. Please contact the *OBPP* office at Clemson University at (864) 656-6271 or june2@clemson.edu for the training section of your budget.

VIII. Summary Statement

Results from the original research study by Dan Olweus, PhD, revealed substantial reductions (typically by 50 percent or more) in the frequency with which students reported being bullied and bullying others. Students reported better order and discipline at school, more positive social relationships, and more positive attitudes toward schoolwork and school. The effects of the program appeared to be cumulative. For some of the outcome variables studied in the program, effects were more marked after twenty months than after eight months of intervention. Finally, a dosage-response relationship was documented. Those classrooms that had implemented certain essential components of the intervention program (including establishment of classroom rules against bullying and use of regular class meetings) showed larger reductions in bullying problems than those classrooms that implemented fewer components. It is anticipated that the same results will be obtained through the implementation of *OBPP* at *[Your School].*

IX. Attachments

Other items to include with a typical grant application:
- Application Cover Letter: Keep it brief; see the sample provided in this toolkit.
- Letters of Commitment from key parties: See sample included in this toolkit.
- Resumes and/or bios of key participants
- Program Overview: When the application is complete, you may want to include a summary of your plans.
- Post-Grant Period Activities: A funder may want to see its investment continue to result in "payoffs" beyond the term of the grant. Describe how you will continue the program after the grant period has ended.
- Logic Model: See sample included in this toolkit.

Complimentary Programs You Might Consider Including in Your Grant Application

Online Workforce Development

Please contact Clemson University at (864) 656-6271 or june2@clemson.edu for more information on the following three online courses.

Bullying 101

This innovative online course provides the most current information and statistics about bullying and peer abuse; employs extensive use of video, animation, and other visuals to create an engaging learning experience; and uses case studies to help you apply the skills needed to create a comprehensive and effective bullying prevention program.

At the completion of this course, learners will be able to:

- define bullying and the different types of bullying that occur
- describe the prevalence of bullying in general and by grade, gender, and special characteristics of students
- identify the short- and long-term consequences for students who are bullied and for students who bully others
- describe the characteristics of students who are bullied and students who bully others
- describe ineffective approaches to addressing the issue of bullying
- describe the best practices that research has shown to be most effective in addressing bullying
- demonstrate how those best practices can be applied in a school setting, using the *OBPP* as one example

This course was developed by Clemson University and Patricia Agatston, PhD, LPC.

Bullying 101 for School Principals

This three-hour innovative course gives up-to-date information about bullying and cyberbullying, and best practices for implementing a bullying prevention program. The course also addresses the important role that K–12 school administrators (i.e., principals and assistant principals) can play in addressing this issue and provides

practical tools and strategies for these leaders. Employing extensive use of video, interactivity, and case studies to create an engaging experience, this course helps school administrators apply essential knowledge and skills for preventing or responding to bullying.

This course was developed in collaboration with faculty from Clemson University, Patricia Agatston, PhD, LPC, and the National Association of Elementary School Principals.

Bullying 101 for School Counselors and School Social Workers
This three-hour course gives up-to-date, research-based information about bullying and cyberbullying, best practices in bullying prevention, and practical tools and strategies that school counselors and school social workers can use to effectively address bullying. This course employs extensive use of video, interactive elements, and case studies to create an engaging experience for participants. At the completion of this course, learners will be able to:

- provide basic information about the incidence and prevalence of bullying for different groups of children
- identify the short- and long-term consequences of bullying on students
- discuss cyberbullying and its impact on students
- identify best practices in bullying prevention using *OBPP* as one example of an effective evidence-based program
- locate resources that can help school staff members prevent and respond to bullying incidents
- identify the specific roles that school mental health professionals play in creating a healthy and safe school environment
- respond effectively to bullying incidents, whether they are witnessed directly or reported
- work directly with students who are involved in bullying incidents and their parents/caregivers

- help train and support faculty and other school staff members in preventing and responding to bullying and assist faculty in facilitating classroom activities with students
- work with school administration to review, select, implement, and evaluate an evidence-based bullying prevention program, when possible

This course was developed in partnership with the American School Counselor Association (ASCA), the School Social Work Association of America (SSWAA), and Clemson University.

National Recognition of the *Olweus Bullying Prevention Program*

The *Olweus Bullying Prevention Program* has received several national recognitions including the following:

- *OBPP* is listed as a Promising Program on the [Blueprints for Healthy Youth Development Registry of Evidence-Based Positive Youth Development Programs](#).
- In May 2016, the National Academies of Sciences, Engineering, and Medicine released a new report, *Preventing Bullying Through Science, Policy, and Practice.* The report emphasizes that "the most likely effective bullying prevention programs are whole school, multicomponent programs that combine elements of universal and targeted strategies." They also noted that *OBPP* is "the most extensively studied bullying prevention program" of this type. [You can download a copy of the report here.](#)
- A meta-analysis conducted by Ttofi and Farrington, which is widely recognized as the most comprehensive and rigorous meta-analysis on bullying prevention programs, found that whole-school programs can be successful in reducing bullying, but there are great variations in the effects of different programs. Researchers concluded that programs "inspired by the work of Dan Olweus worked best" and that future efforts should be "grounded in the successful Olweus programme."[8]

---

8. Maria M. Ttofi and David P. Farrington, "Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review," *Journal of Experimental Criminology* 7 (2011): 27–56.

Essential Systems Change through Multicomponent Programs

According to the 2016 National Academies report, multicomponent schoolwide programs, which combine elements of universal programs (which are aimed at reducing risks and strengthening skills for all youth in the school) and more targeted interventions for youths at risk of bullying or being bullied—for example, teaching more intensive social-emotional skills or de-escalation approaches—appear to be most effective at reducing bullying.[9]

A U.S. Secret Service analysis of school shootings concluded that if schools are to be successful in reducing long-term violence problems and increasing opportunities for student success, they must give up the notion that simplistic programmatic solutions will reduce these types of results. A systems-change process must be initiated. One of the crucial elements of this systems change is faculty and staff training and development.

Academic Achievement

OBPP helps schools meet federal mandates of the Every Student Succeeds Act and implement important initiatives under the Student Support and Academic Enrichment Grant program. Research shows a positive link between bullying prevention and student achievement, so *OBPP* can help improve student achievement on statewide assessments as well as helping schools implement required activities to support safe and healthy students.[10]

National Education Standards

OBPP supports National Academic Standards for English Language Arts/Literacy at all grade levels. Class Meetings and Curriculum Connections in *Class Meetings That Matter* meet Common Core Standards in at least one category. For example:

- SL 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

9. National Academies of Sciences, Engineering, and Medicine, *Preventing Bullying Through Science, Policy, and Practice* (Washington, DC: The National Academies Press, 2016), doi: 10.17226/23482.
10. Fleming et al., "Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades?" 342–49.

- RL 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RI 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

OBPP supports National Health Education Standards[11]

Implementation of *OBPP* will help *[Your School]* meet National Health Education Standards and Performance Indicators:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Implementation of *OBPP* also helps meet other academic standards, including writing, communication skills, and language arts. *OBPP* will help *[Your School]* address Common Core Standards. Click here for additional information about the connection between academic standards and *OBPP*.

Bullying Requires Tailored Interventions

Bullying requires tailored interventions that are distinct from school climate reform and conflict mediation.

---

11. Standards are taken from John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education,* 3rd ed. (Aurora, CO: Mid-continent Research for Education and Learning [MCREL], 2000).

School Climate Reform Efforts

A healthy school environment cannot happen if bullying in the school is not addressed. However, research shows that simply addressing school climate is not enough.[12] Bullying may negatively affect the climate of the entire school (or a segment of a school) if it is prevalent. Persistent bullying may even create a hostile learning environment that can interfere with a student's civil rights. To reduce bullying, it is important to change the climate of the school and the social norms with regards to bullying. However, changes in school climate do not automatically create a change in prevalence of bullying incidents.

Conflict Mediation

OBPP stresses that bullying prevention is not conflict resolution—which assumes that both parties in conflict share some responsibility and the goal is usually compromise—as the student who is bullied cannot be expected to negotiate a resolution. Bullying is about an imbalance of power and a form of "peer abuse." Conflict resolution models assume equality of both power and responsibility. Applying conflict resolution strategies to a bullying relationship jeopardizes the student who was bullied by assigning blame and requiring actions beyond that child's social capacity while freeing the student who bullies from a degree of responsibility.

OBPP Components

OBPP addresses the problem of bullying at four levels: school-wide, classroom, individual, and community.

School Level

The eight school-level components include establishing a Bullying Prevention Coordinating Committee that participates in a two-day training to build capacity to oversee program implementation. Committee training is followed by a one-day all-staff

---

12. A. L. Spriggs, R. J. Iannotti, T. R. Nansel, and D. L. Haynie, "Adolescent Bullying Involvement and Perceived Family, Peer and School Relations: Commonalities and Differences across Race/Ethnicity," *Journal of Adolescent Health* 41 (2007): 283–293; C. P. Bradshaw, K. J. Debnam, L. Martin, and R. Gill, "Assessing rates and characteristics of bullying through an internet-based survey system" (paper presented at the Persistently Safe Schools Conference Washington, DC, September 20, 2006); K. Seeley, M. L. Tombari, L. J. Bennett, and J. B. Dunkle, *Bullying in Schools: An Overview*, Office of Juvenile Justice and Delinquency Prevention, December 2011, https://www.ojjdp.gov/pubs/234205.pdf.

training and ongoing staff discussion groups. Students complete an anonymous questionnaire to assess the nature and prevalence of bullying at the school. Results are used in the development of a system ensuring adult supervision of areas where bullying occurs.

Classroom Level

There are three classroom-level components. These include defining and enforcing rules against bullying. Class meetings focused on bullying prevention, peer relations, and pro-social behaviors are held weekly for grades K–8 and every other week for grades 9–12. *OBPP* provides guidance about integrating bullying prevention themes across curriculum areas. Parental involvement occurs through classroom or grade-level meetings held periodically during the year.

Individual Level

There are five individual-level components for dealing with individual bullying incidents. *OBPP* encourages staff to intervene when bullying is witnessed, suspected, or reported and provides training so all staff are well prepared to intervene, follow up, and communicate with parents. On-the-spot and follow-up interventions provide staff with actions to take when they witness bullying firsthand and when bullying is reported or suspected but not observed. Interventions are designed to ensure the cessation of the bullying behavior, to provide support to students who are bullied, and to educate students about behavioral expectations.

Community Level

The three community-level components are designed to develop community support as a core component of *OBPP* so students receive consistent anti-bullying messages in all areas of their lives. Community members are partners in supporting the program and can also be members of the Bullying Prevention Coordinating Committee.

Out-of-School Activities

Although research has not measured *OBPP*'s effectiveness in out-of-school settings, appropriate staff training can extend school efforts into additional youth-serving programs. In addition to prevention and reduction of bullying, this can help students

understand that bullying is not just a school issue. Rather, it is one that spills over into all areas of their lives and communities. Resources are available for implementing *OBPP* in a community youth organization.

Program Support

- **Certified Olweus Trainer-Consultants** can aid in program implementation. Schools are strongly encouraged to contract with a certified Olweus Trainer-Consultant or have a staff member certified as an Olweus Trainer-Consultant. This person will have a wealth of knowledge about the program and will be available for ongoing consultation. A certified Olweus Trainer-Consultant may also know of other schools in your region that have successfully implemented the program and could serve as a resource for you.

- **Official *Olweus Bullying Prevention Program* website** (www.violencepreventionworks.org): This website provides comprehensive information about the program, including research, endorsements, background information on bullying, program material information, and state-level information.

- ***Olweus Bullying Prevention Program* training website** (olweus.sites.clemson.edu/traininginfo.html): This website provides background information about the program, implementation strategies, training information, current evaluation research, and other related resources.

- **Administration of the Olweus Bullying Questionnaire** is usually an effective way to achieve awareness and involvement. In general, staff members will be more inclined to initiate countermeasures if they realize the number of students in their own school who are directly involved in bullying problems and learn how these problems affect students. The Olweus Bullying Questionnaire measures the amount and type of bullying in each school. The following outcomes are also measured:
    - reduction of students' reports of bullying and others being bullied
    - reduction of students' reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy

- improvement of the "social climate" of the class, as reflected in students' reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school

This questionnaire is the program's key instrument for planning and evaluation. Data from this questionnaire is used to build support for the program, identify issues that are specific to each school, and tailor strategies that will be most effective. The Bullying Prevention Coordinating Committee can also collect data on disciplinary reports, especially concerning bullying and victimization, vandalism, fighting, theft, and truancy.

Budget Considerations for Grant Writers Seeking Funds for Implementation of the *Olweus Bullying Prevention Program*

Required Program Material Costs

A Hazelden Publishing sales representative can give you a quote for the cost of program materials for any grants you may be writing. Call 1-800-328-9000 to contact your regional sales representative for this free quote.

Questionnaire Costs

It is recommended that schools use the Olweus Bullying Questionnaire to gather baseline data. Building-specific information will help you accurately describe bullying problems in each school building for your needs assessment, program planning, and program evaluation efforts. Data collection and analysis prior to training will provide each school's Olweus Bullying Prevention Coordinating Committee with the information they need.

The Olweus Bullying Questionnaire is available in two different formats: a scannable version and an online version. Costs vary with each option and are based on the number of students (3rd–12th graders) that you will survey. Neither option will report data for classes with fifteen or fewer students.

Option #1: Olweus Bullying Questionnaire—Scannable Version

This forty-two-question anonymous and confidential questionnaire allows schools to make a thorough assessment of the amount and type of bullying in their schools to help with program planning and evaluation.

Features

- Hazelden Publishing processes the scannable questionnaires; results usually take six to eight weeks.
- You will receive a Standard Report for each school or school district with a narrative that interprets the results, graphs of key data for use in PowerPoint presentations, a comparison of the school's data to a national database, and the ability to purchase an optional Trend Report (for an individual school or entire school district) at a nominal cost. Trend Reports include a comparison of a school's results over two or more administrations of the questionnaire.
- A Spanish translation is available.
- Schools may add two multiple-choice questions customized to their student body.
- The scannable survey is sold in packs of thirty.
- The administration packet comes complete with all the instructions and forms needed to administer the questionnaire and return it for processing.

Cost Structure

- Scannable surveys, sold in packages of thirty, cost $43.95. This price includes both the survey and the analysis.
- Be sure to include the shipping costs required to return completed surveys to Hazelden Publishing for analysis.

Option #2: Olweus Bullying Questionnaire—Online Version
Schools can administer this version of the survey in classroom settings or even one on one. Students take the survey electronically, but the final report is exactly the same as the scannable version.

Features

- Online survey results can be processed more quickly than with the scannable version—usually within five to seven days.
- Both English and Spanish versions are available—you can decide how many copies of each version you need at the time of administration.
- All user manuals and administration instructions are provided online.
- Schools can add two multiple-choice questions customized to their student body by typing the questions into the online system. The questions then appear in the online survey.
- Schools can suppress the survey question about ethnicity of students and two questions that ask about bullying of a sexual nature.
- The reports are available in English only.

<u>Cost Structure</u>

Online survey pricing varies based on the number of surveys ordered. Here is the pricing structure:

Order Qty	Price Each	Disc	Max Free Report Allotment
100–2,000	$1.00	0%	1 report for every 250 questionnaires purchased
2,001–4,000	$0.80	20%	1 report for every 350 questionnaires purchased
4,001–5,000	$0.70	30%	1 report for every 400 questionnaires purchased
5,001 and up	$0.60	40%	1 report for every 500 questionnaires purchased

Schoolwide Guide

All members of the school committee should have a copy of the *Schoolwide Guide.* These are available from Hazelden Publishing at a cost of $98.95 each, with discounts for larger orders. For example, for a ten-member committee: 10 × $87.00 (discounted price) = $870.00.

Teacher Guide

Ideally, each Coordinating Committee member and each teacher should have a copy of the *Teacher Guide* (minimally, there should be one *Teacher Guide* for every three teachers). These are available from Hazelden Publishing at a cost of $62.95 each, with

discounts for larger orders. For example, for a ten-member committee: 10 × $54.95 (discounted price) = $549.50.

To calculate the total cost of materials for your committee, add subtotals from the Olweus Bullying Questionnaire, *Schoolwide Guide,* and *Teacher Guide* above.

Additional Supplemental Resources

Bullying Prevention Coordinating Committee Notebook

Each Bullying Prevention Coordinating Committee member should receive a coordinating committee notebook with committee training materials. Your certified Olweus Trainer-Consultant can provide a free copy that your school can photocopy, or you can purchase copies from Hazelden Publishing for $24.00 each. For example, a school with ten members on its committee should plan for $240 in training notebook expenses.

Class Meetings and Individual Interventions DVD set (for Elementary and Middle School)

High School Class Meetings and Individual Interventions DVD set

These two sets of training videos can be used to train your school committee and all staff in two of the most important components of *OBPP.* It is recommended that each school have a copy of the DVD set appropriate for the grade level. The cost of the *Class Meetings and Individual Interventions* DVD set is $214.95 for the elementary and middle school version and $195.00 for the high school version.

Class Meetings That Matter

A Resource Guide for Grades K–5, 6–8, and 9–12

These three manuals provide an additional year's worth of class meeting activities for primary, secondary, and high school grades. It is recommended that schools have at least one manual for the appropriate grade level for every three teachers (ideally, one for every teacher). Cost is $86.95 each, with discounts for larger orders.

More Class Meetings That Matter

Resources for Grades K–5, 6–8, and 9–12

The three *More Class Meetings That Matter* manuals, follow-ups to the successful *Class Meetings That Matter* manuals, help schools to extend their class meeting efforts. Developed by the authors of *OBPP,* these easy-to-use manuals provide engaging, age-appropriate, and grade-specific ideas and topics to conduct meaningful class meetings. Cost is $62.95 each, with discounts for larger orders.

Other Related Violence Prevention Resources

Cyberbullying: A Prevention Curriculum for Grades 3–5
This five-session curriculum and parent/student homework activities introduce students to the issue of cyberbullying and teaches them appropriate, respectful ways to use cyber technologies. Cost is $119.00 each, with discounts for larger orders.

Cyberbullying: A Prevention Curriculum for Grades 6–12
This eight-session curriculum and parent/student homework activities introduce students to the issue of cyberbullying and teaches them appropriate, respectful ways to use cyber technologies. Cost is $119.00 each, with discounts for larger orders.

Community Youth Organization Guide
This manual and accompanying CD-ROM provide everything youth-serving organizations need to create an environment where kids are included, feel safe, and know that the adults and leaders care about them. The *Community Youth Organization Guide* helps you:
- coordinate your prevention efforts throughout your entire organization
- assess the presence of bullying
- know the facts about bullying and learn proven bullying prevention strategies
- adopt rules against bullying
- effectively discuss bullying and other related issues with kids
- successfully intervene when bullying is suspected, observed, or reported
- engage parents and other adults in your bullying prevention strategies

Cost is $79.00 per manual.

Olweus Electronic Subscription

Stream *OBPP* and other best-selling violence-prevention programs directly to all schools in your district. Each school in your district can reduce bullying, create a positive learning environment, and show the progress made with measurable results. The Olweus electronic subscription:

- provides all the materials needed to implement this evidence-based program from a secure, password-protected website
- allows individual schools to print program materials and stream videos on demand
- is extremely cost-effective

	1–4 schools	5–9 schools	10+ schools
Core	$1,500 each	$1,300 each	$1,000 each
Supplemental	$1,000 each	$1,000 each	$1,000 each
(20% discount offered on Supplemental if purchased with a Core program.)			

Peaceful School Bus Program

This positive, proactive program addresses the issue of bullying on school buses. Designed for students in grades K–12, the manual provides step-by-step instructions and all the program materials needed to implement the program. Cost is $139.95, with discounts for larger orders.

Safe Dates

Safe Dates is an NREPP-approved, evidence-based dating violence–prevention program for grades 6–12. This nine-session curriculum teaches students what caring relationships are and how to help themselves or a friend if they are in an abusive dating relationship. *Safe Dates* is often recommended as a high school option for districts that are using *OBPP.*

Training Costs

Certified Trainer-Consultants

Implementation of the program begins with a certified *OBPP* Trainer-Consultant conducting a two-day training for a Bullying Prevention Coordinating Committee at the school. There are two options when considering *OBPP* training for your school and/or district.

Option 1: Locate an OBPP *certified Trainer-Consultant.*
[Click here](#) for a listing of *OBPP* certified Trainer-Consultants in your area. Trainer-Consultant rates will vary but cannot be more than $3,000 for a two-day committee training plus up to $125 per hour per school for the consultation that follows. Many trainers charge less than the maximum.

Option 2: Train an OBPP *certified Trainer-Consultant within your district.*
If your district has more than three school buildings, you may find it more cost effective to have someone from your school district become an *OBPP* certified Trainer-Consultant. Information about Trainer-Consultant certification costs and the application process are found in the Trainer-Consultant Certification section at www.clemson.edu/olweus.

OBPP staff at Safe and Humane Schools, Clemson University, can assist you in determining the most appropriate training option for your school or district. Please contact either June Jenkins (june2@clemson.edu) or Jan Urbanski (jurbans@clemson.edu).

Trainers' Travel Costs

If you are contracting with a Trainer-Consultant, remember that travel-related expenses are an additional cost to you. Trainer-Consultants should provide a written Memorandum of Understanding detailing their costs when working with a school district. Customary travel expenses that should be covered for the Trainer-Consultant are airfare, meals, and lodging. These costs would be in addition to the training fees.

Ongoing Consultation Fees

Trainer-Consultant consultation with the school's coordinating committee is required for the first twelve to eighteen months to guide implementation of the program with fidelity

to the model. The Trainer-Consultant is to consult with the school committees for approximately one hour each month during the first year of program implementation. Consultation fees vary by trainer, but the fees cannot exceed $125 per month for twelve months. Many charge less. These fees may be paid in a lump sum at the beginning of consultation, as listed in the Trainer-Consultant's contract, or paid monthly.

> For one school committee—Maximum fee: $125/month × 12 months = $1,500
> For two school committees—Maximum fee: $125/month × 12 months × 2 schools = $3,000
> For three school committees—Maximum fee: $125/month × 12 months × 3 schools = $4,500

Training Certification Course Option

Some districts have invested in training their own Trainer-Consultant when there are multiple buildings in the school district and they can show that it is in their financial interest. Districts providing funding for an in-house Trainer-Consultant to train multiple buildings should make sure job responsibilities allow for the time to conduct *OBPP* training in addition to other regularly assigned duties.

The training cost and the consultation costs for an independent Trainer-Consultant should be considered as compared to the in-district Trainer-Consultant option. Schools considering funds to train their own Trainer-Consultant should consider how their staff might respond to an in-house training for a systems-change program as compared to bringing in a Trainer-Consultant from outside of the district.

Clemson University Safe and Humane Schools is now offering a blended learning model for those wanting to become a certified Trainer-Consultant. This blended learning course includes 13 hours of asynchronous and independent study, 5.5 hours of synchronous learning, and 16 hours of face-to-face training, completed over a fifteen-month period.

Visit www.clemson.edu/olweus/traininginfo.html for information on Trainer Certification Course (TCC) options, certification requirements, and fees to secure a trainer within a district. You may contact June Jenkins, Training-Consultation Coordinator at (864) 399-0989 or june2@clemson.edu with questions about the training options.

Meeting Room Consideration

Experience has taught us that taking the entire committee away from the school's physical space allows members to fully concentrate on the training and accomplish much of the implementation plan. Attendance at both days of training is required for all committee members. Making the training a special event is important to convey to committee members that this initiative is a priority effort by the district. Choose a special, comfortable place for training and plan for the costs accordingly. Committee training is two full days, for example from 8:30 a.m. to 4:00 p.m. Consider any room fees when budgeting for training.

Substitute Teacher Costs for Committee Members

Substitute teaching rates vary by location. Be sure to plan for this expense if this training is to be held during the school year. For example, if the substitute teacher fee is $125 per day with two days of committee training, multiply that number by the number of committee members. For example: $125 × 2 days × 10 committee members = $2,500.

Staff Training

The optimal schedule includes one day for training all teachers, administrators, and support staff. Schools should determine how they will provide one day of training time for all adults. The Olweus model recommends that the trained *OBPP* coordinating committee members provide the teacher training during a scheduled teacher training day. Some large schools have arranged for a certified Trainer-Consultant to participate in that training day. If that is your plan, you will need to include additional fees for the training, determined by your trainer. When the committee does the training, there are no additional training fees, but committee members will need to be covered for additional planning time and substitute teachers if necessary. It is important to schedule the training time well in advance for all adults who work in the building. Committee members may have to hold multiple training days to cover training for all adults in the building.

Materials for Training

The appropriate number of *Schoolwide Guides, Teacher Guides,* and Bullying Prevention Coordinating Committee Notebooks should be purchased before the two-day Bullying Prevention Coordinating Committee training. See pages 22–23 for information on the needed amount and costs of these materials. Also account for printing costs for approximately 20 pages of material for each person attending the training.

Additional Building-Specific Cost Considerations

After the official committee and staff trainings, there will be costs for implementation of the various components of the program that should be considered:

- Posters of the Anti-Bullying Rules are to be posted in the common areas and in each classroom. These posters can be made by the students in art classes, printed from the poster files on the *Schoolwide Guide* CD-ROM, or they can be made professionally. When determining costs, consider the number of posters needed and whether you will have them laminated to protect them from years of wear. The posters are an important part of the program and need to be neatly done and large enough for easy reading.

- The Bullying Prevention Coordinating Committee will be meeting monthly to guide the full implementation of the program. Some schools have provided a special meeting space and refreshments to encourage members to continue this important work.

- Schools are encouraged to hold parent information meetings to introduce *OBPP.* You may want to consider a small budget for printing key pieces of information for parents, including mailing invitations for the parent event. You may want to include a refreshments budget for the parent meetings.

- The program requires a kickoff or launch event, which serves as an introduction and celebration of new policies and rules against bullying behavior. Schools may choose to bring in a speaker or provide bracelets, T-shirts, pencils, or other tokens with anti-bullying messages. Some schools have created a budget for this event. Others have relied on community or parent associations to help with these costs.

- You may wish to provide a budget for books for curriculum or class meetings and/or videos to supplement materials for your teachers as detailed on pages 22 through 25.
- Olweus Trainer-Consultants need to participate in recertification and may wish to participate in update meetings. Some schools have provided funds for attending regional or national school safety or bullying prevention conferences.

Sample Worksheet for Building-Specific Cost Estimates

Required Program Material Item	Description	Cost
Olweus Bullying Questionnaire	$1.00/student, with discounts for larger orders for the online version OR $43.95/pack of thirty scannable surveys	TBD
Olweus *Schoolwide Guide* with DVD and CD-ROM	$98.95 each, with discounts for larger orders. Need one per coordinating committee member.	TBD
Olweus *Teacher Guide* with DVD and CD-ROM	$62.95 each, with discounts for larger orders. Need one for each coordinating committee member plus one for each teacher.	TBD
Other recommended supplemental materials, as desired	Price varies by product. Contact a Hazelden Publishing sales representative at 1-800-328-9000.	TBD
Required Training Item	**Description**	**Cost**
OBPP Trainer Certification Course

For pricing on the blended learning TCC model, please contact June Jenkins at (864) 399-0989 or june2@clemson.edu. | Include this if selecting the option to have someone from the school attend a Trainer Certification Course (TCC) so they can provide the training and consultation for the school. | $3,925 per participant |
| Bullying Prevention Coordinating Committee Training | Include this if selecting to hire someone to provide training for the school. Price depends on arrangements with your trainer. The maximum training fee for two school committees attending the same training is $3,000. Training more than | $1,500 maximum per school |

	two schools at once requires hiring additional trainers.	
Substitute teachers for Coordinating Committee (year one)	Costs vary by location and the number of teachers on the committee, as well as whether or not staff development days are used to eliminate this expense. For example, $125/day × 2 days × 12 teachers = $3,000.	TBD
Staff Training: One day for all adults *To eliminate this cost and the need for substitutes, use a staff development day.*	Committee members train the faculty and staff in a one-day training. You may need to pay substitutes.	TBD
Consultation Fees	Price depends on arrangements with your trainer. Trainers usually charge $50–$75/month and may not charge more than $125/month. The maximum fee for one school is $125/month × 10 months.	$1,250 maximum per school
Travel expenses for Trainer-Consultant (airfare, meals, lodging)	Price depends on your arrangements with your trainer.	TBD
Refreshments or meals for Coordinating Committee training	2 days × 12 people × 1 meal × $15 per meal	$360
Coordination of meetings and activities for Coordinating Committee, including fees for meeting space and refreshments, if needed*	2 hours/month *Some schools provide a stipend.*	TBD
Meeting space for Coordinating Committee and staff trainings*	$100/day × 3 days *Some schools find trainings more*	$300

	effective when conducted off-site.	
Second year one-day training for Coordinating Committee	Price is based on bringing a certified Olweus trainer in to conduct this training	$1500 maximum

All expense estimates are based on one school's coordinating committee.

*Optional expenses.

Logic Model for Implementation and Evaluation: *Olweus Bullying Prevention Program*

Presented to: [*Insert name of funder*] on behalf of [*Insert names of schools*]

RESOURCES	In order to accomplish our set of activities, we will need the following:	- Endorsement from school administrators at [*Your school*] - Identification and involvement of a Bullying Prevention Coordinating Committee at each school - Training and technical assistance from certified Trainer-Consultants (Clemson University) - Materials and data collection tools from Hazelden Publishing - Funding from the [*Insert the name of your funder*] - Commitment from school staff members to implement the program with students
ACTIVITIES	In order to achieve our outcomes, we will accomplish the following activities:	- Twelve members from each coordinating committee will participate in a two-day training the first year and a one-day training the second year, and will govern the program throughout the project. 142 staff members will be trained in the Olweus program and will be given materials to support their efforts. - The Olweus Bullying Questionnaire will be distributed to over 900 students. - Rules and policies will be gathered and reviewed. - More than 1,000 parents will be given information about bullying prevention. - Current practices for break period supervision will be reviewed.
OUTPUTS	We expect that, once accomplished, these activities will produce	Teachers of grades 6, 7, and 8 will conduct twenty- to forty-minute

	the following evidence or service delivery:	classroom meetings each week with over 900 students. • All school staff will appropriately respond to bullying incidents and will promote anti-bullying behavior. • Committee members, teachers, and staff will provide information about bullying to at least 500 parents during parent meetings. • Staff members will hold individual meetings with children who bully, with children who are targets of bullying, and with parents. • Schoolwide rules against bullying will be adopted and disseminated. • A coordinated method of supervision during break periods and bus time will be adopted.
SHORT- & LONG-TERM OUTCOMES	We expect that, if accomplished, these activities will lead to the following changes:	• The number of students who report being bullied will be reduced. • The number of students who bully others will be reduced. • Reports of general antisocial behavior among students will be reduced (e.g., vandalism, fighting, theft, and truancy). • Youth attitudes toward schoolwork and school will improve. • Peer relations at school will improve. • The number of students who report being comfortable talking to a teacher and/or a parent about bullying will increase. • Teachers will be more confident in their ability to handle bullying incidents.
IMPACT	We expect that, if accomplished, these activities will lead to the following changes in three to seven years:	• The number of incidents of bullying and other violent behavior will be reduced both in and out of school. • Young people will report feeling safe coming to school. • School performance will increase as a result of students feeling safe in their

		schools. • Other elementary and middle schools in the [*Insert information about expansion*] will adopt the Olweus program as a result of the successful outcomes of this program at [*Insert the schools' names*].
EVALUATION METHODS	We will use the following methods to measure our short- and long-term outcomes:	• School staff members will be given pre-program and post-program questionnaires to determine changes in knowledge, attitudes, and behaviors related to bullying prevention and response. • The anonymous student survey (Olweus Bullying Questionnaire) will be administered in early fall of [*Insert year*] and at the close of the next school year, spring of [*Insert year*]. • Data from the [*Insert your data instrument*] administered in [*Insert year*] and again in [*Insert year*] will be analyzed to determine trends in perception of school safety and number of bullying incidents. If available, this data will be compiled for [*Your schools*].

Note: This template is based on two schools, with a combined total of two coordinating committees (including twenty-four staff members), 142 other teachers and staff members, and 900 students. Adapt this table carefully to reflect your school and your needs.

Fact Sheet: The Bullying Epidemic and the *Olweus Bullying Prevention Program*

Copy and paste as you wish from this document to support your OBPP grant proposal. You are free to include any useful passages in your letters and applications.

The Epidemic

In the aftermath of fatal school shootings in Littleton, Colorado; Springfield, Oregon; West Paducah, Kentucky; and Jonesboro, Arkansas, all of America wondered what could drive young people to such acts of violence. We now know that bullying is part of the cause. In the 2002 Safe School Initiative report, the U.S. Secret Service and Department of Education found that in thirty-seven school shootings from 1974 to 2000, "Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident."[13] Thankfully, school shootings are still rare, but they do spotlight one of the most serious consequences of bullying—seeking retaliation.

Recognizing that bullying is a serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. According to the 2016 *Preventing Bullying Through Science, Policy, and Practice* report, school-based bullying likely affects between 18 and 31 percent of children and youth.[14] A key finding in the report was that bullying is associated with harmful short- and long-term consequences for youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. Reducing the prevalence of bullying and minimizing the harm it causes can have a positive impact on the well-being of children. Multicomponent school-wide programs appear to be most effective at reducing bullying.

Because many students don't tell their teachers or other adults they are being bullied, it is an underreported problem. From the data available, we know it is a problem

---

13. Bryan Vossekuil, with Robert A. Fein, Marissa Reddy, Randy Borum, and William Modzeleski, *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States* (Washington, DC: United States Secret Service and United States Department of Education, May 2002), p. 21.
14. National Academies of Sciences, Engineering, and Medicine, *Preventing Bullying Through Science, Policy, and Practice* (Washington, DC: The National Academies Press, 2016), doi: 10.17226/23482.

of epidemic proportions that has not been decreasing.[15] According to the Youth Risk Behavior Survey (YRBS), since 2009, the percentage of students who reported being bullied at school has remained steady at approximately 20 percent.[16] According to the YRBS, there was no change between 2009 and 2015.

Today, the significant health and social issues related to bullying are both costly and long term. *OBPP* defines a person as being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons and he or she has difficulty defending him or herself.[17] Bullying also is described as a "systematic abuse of power."[18] Though it is the high-level school violence associated with the use of weapons and death that captures the attention of the public, it is bullying or low-level violence defined as peer aggression in the form of teasing, rumors, intimidation, and physical confrontation that affects approximately 20 to 30 percent of our students on a daily basis.[19]

Student bullying is pervasive. In the first nationally representative U.S. study of bullying, comprising more than 15,000 students in grades 6 through 10, 17 percent of students reported having been bullied "sometimes" or more often during the school term, and 8 percent had been bullied at least once a week. Nineteen percent had bullied others "sometimes" or more often during the school term.[20]

Beyond the perpetration of violence, bullying also has serious physical and mental health consequences. The National Association of School Psychologists called bullying "the most common form of violence in society." Bullying affects children's mental and physical health, attendance, and school performance. Recognizing that bullying is a

---

15. A research team (Nansel et al. 2001), including members from the National Institute of Child Health and Human Development (NICHD) of the National Institutes of Health (NIH) and from the Health Resources and Services Administration (HRSA), conducted a nationally representative survey of bullying in United States schools. Of the 15,686 students surveyed in grades 6 through 10 in public and private schools throughout the United States, Nansel et al. uncovered the following: 19 percent of students reported bullying others "sometimes" or more often during the school term; 17 percent reported being bullied "sometimes" or more often; and 6.3 percent reported bullying and being bullied.

16. Centers for Disease Control and Prevention, "Morbidity and Mortality Weekly Report: Youth Risk Behavior Surveillance—United States, 2015," *Surveillance Summaries* 65 no. 6 (June 10, 2016): 1–174.

17. Dan Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford, England: Blackwell Publishing, 1993).

18. Smith, P. K., and S. Sharp (eds.), *School Bullying: Insights and Perspectives* (Routledge: London, 1994).

19. Nancy Meyer-Adams and Bradley T. Conner. (2008). "School Violence: Bullying Behaviors and the Psychosocial School Environment in Middle Schools." *Children & Schools.* October. Vol. 30, no. 4, pp. 211—221.

20. T. R. Nansel, M. Overpeck, R. S. Pilla, W. J. Ruan, B. Simons-Morton, and P. Scheidt, "Bullying Behaviors among U.S. Youth," *Journal of the American Medical Association* 285, no. 16 (2001): 2094–2100.

serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. A key finding in the 2016 *Preventing Bullying Through Science, Policy, and Practice* report was that bullying is associated with harmful short and long-term consequences for youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. An estimated 160,000 children miss school every day because they are afraid they will be attacked or intimidated by other students. Drs. J. H. Hoover and R. O. Oliver found that 25 percent of students in grades 4–8 experienced academic troubles as a result of bullying.[21] Children who are bullied are five times more likely to be depressed and suicidal,[22] and students who bully are more likely to fight, drink, and smoke than their non-bullying peers.[23]

21. J. H. Hoover and R. O. Oliver, *The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors* (Bloomington, IN: National Education Service, 1996).
22. James Alan Fox, Delbert S. Elliott, R. Gil Kerlikowske, Sanford A. Newman, and William Christeson, *Bullying Prevention Is Crime Prevention—A Report by Fight Crime: Invest in Kids,* (Washington, DC: 2003).
23. Nansel et al., "Bullying Behaviors among U.S. Youth."

Fact Sheet: The *Olweus Bullying Prevention Program*

Copy and paste as you wish from this document to support your OBPP *grant proposal. You are free to include any useful passages in your letters and applications.*

With over thirty-five years of research and successful implementation throughout the world, the *Olweus Bullying Prevention Program* (*OBPP*) is a systems-change program proven to prevent or reduce bullying by involving everyone who comes in contact with students at the school, at the classroom, individual, and community levels. *OBPP* aims to restructure the elementary, middle, and high school environment to reduce opportunities and rewards for bullying.

OBPP has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations involving more than 40,000 students have documented effective results:[24]

- a 20 to 70 percent reduction in student reports of being bullied and bullying others
- reduction in existing bully and victim problems as well as prevention of new cases of bullying
- significant reductions in student reports of general antisocial behaviors (e.g., vandalism, fighting, theft, and truancy)
- significant improvements in classroom order and discipline
- more positive attitudes toward schoolwork and school
- improved peer relations at school
- Norwegian students report bullying others 50 to 70 percent less after two years of *OBPP*
- Norwegians students self-report less antisocial behavior, such as vandalism, fighting, theft, alcohol use, and truancy, after two years of *OBPP*
- Norwegian schools report improvements in climate after two years of *OBPP*

---

24. Olweus, "Bully/Victim Problems among Schoolchildren," 411–48; Olweus, "A Useful Evaluation Design, and Effects of the *Olweus Bullying Prevention Program*," 389–402; Olweus and Limber, *Blueprints for Violence Prevention;* Helge Kallestad and Olweus, "Predicting Teachers' and Schools' Implementation of the *Olweus Bullying Prevention Program*," 3–21.

Using *OBPP* will also help schools meet portions of many federal mandates and programs they are already administering, school climate reform, school connectedness, high-stakes testing, juvenile delinquency prevention, school dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets. Since research has also shown that there is a positive link between bullying prevention and academic performance, *OBPP* may help schools improve their results in statewide student achievement assessments and Every Student Succeeds Act requirements.[25] It may also help schools implement important initiatives under the Student Support and Academic Enrichment Grant program and implement required activities to support safe and healthy schools.

Significant Long-Term Benefits

- Student health, attendance, self-esteem, behavior, and academic achievement improve.
- Schoolwide climate improves.
- The school is perceived as more effective, caring, and respectful.
- Teaching time and student time on task increase.
- Members of the school community experience positive empowerment.
- Legal and risk management concerns decrease.
- Related high-risk and criminal behaviors decrease.

Widespread Need

- School-based bullying likely affects between 18 and 31 percent of children and youths, and the prevalence of cyber victimization ranges from 7 percent to 15 percent of youths.[26]
- The 2015 data from the Youth Risk Behavior Survey (YRBS) indicates that nationwide, 20.2 percent of students in grades 9–12 had been bullied on school property in the previous twelve months.[27]

---

25. Fleming et al., "Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades?" 342–49.
26. National Academies of Sciences, Engineering, and Medicine, *Preventing Bullying Through Science, Policy, and Practice* (Washington, DC: The National Academies Press, 2016). doi: 10.17226/23482.

- About 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year, and about 27 percent of students who reported being cyberbullied anywhere indicated that they were cyberbullied at least once or twice a month.[28]

- 5.6 percent of students in grades 9–12 did not go to school at least once during the previous thirty days because they felt unsafe at school or on the way to and from school.[29]

- 64 percent of children who were bullied did not report it.[30] Children with disabilities were two to three times more likely to be bullied than their nondisabled peers.[31]

27. Centers for Disease Control and Prevention, "Morbidity and Mortality Weekly Report: Youth Risk Behavior Surveillance—United States, 2015," *Surveillance Summaries* 65 no. 6 (June 10, 2016): 1–174.
28. S. Robers, A. Zhang, R. E. Morgan, and L. Musu-Gillette, "Indicators of School Crime and Safety: 2014," U.S. Department of Education and U.S. Department of Justice Office of Justice Programs (Washington, DC, 2015).
29. Centers for Disease Control and Prevention, "Morbidity and Mortality Weekly Report: Youth Risk Behavior Surveillance—United States, 2015," *Surveillance Summaries* 65 no. 6 (June 10, 2016): 1–174.
30. A. Petrosina, S. Guckenburg, J. DeVoe, and T. Hanson, "What Characteristics of Bullying, Bullying Victims, and Schools Are Associated with Increased Reporting of Bullying to School Officials?" Institute of Educational Sciences, REL 2010 No. 092, August 2010.
31. C. A. Marshall, E. Kendall, M. E. Banks, and M. S. Gover (eds.), *Disabilities: Insights from Across Fields and Around the World* (Westport, CT: Praeger Publishing, 2009).

Sample Text for Grant Applications

Sample Cover Letter

Please print your letter on letterhead.

[Insert Date]

[Insert Contact Person's complete name, title, and mailing address]

Re: Grant Application for *[Insert your organization's name here]* to Implement the *Olweus Bullying Prevention Program* (*OBPP*)

Dear *[Contact Person's name],*

We have a problem with bullying at *[Insert the name of your school or community].* *[Insert a brief summary of the issue, using your national, state, and local information to paint a picture of the problem. Use statistics, if available.]*

Fortunately, there is a nationally recognized program that can help: the *Olweus Bullying Prevention Program* (*OBPP*). Because *[Insert organization name]* has limited resources that prevent self-funding of *OBPP,* we submit the attached grant application for your consideration.

I have also included letters of commitment from those who will share responsibility for the long-term implementation of *OBPP*. I ask that you review our application carefully and consider our deep commitment to this program. We would be delighted to have you award us with the resources needed to address the issue of bullying.

Thank you for your attention to this important matter.

Sincerely,

[Insert your name and title]

Sample Letter of Commitment

Please print your letter on letterhead.

[Insert Date]

[Insert Contact Person's complete name, title, and mailing address]

Re: Letter of commitment to implement the *Olweus Bullying Prevention Program* (*OBPP*) at *[Insert the name of your organization]*

Dear *[Contact Person's name],*

I submit this letter of commitment with full enthusiasm in the hope that *[Insert name of potential funder]* will approve *[Insert the name of your organization]*'s application for funds intended to implement the *Olweus Bullying Prevention Program* (*OBPP*) at *[Insert the name of your organization]*. I firmly believe that *OBPP* is an effective program that addresses the bullying problems we currently have at all levels here at *[Insert the name of your organization]*.

I am pleased to convey my complete support of the goals and objectives of *OBPP* and my ongoing commitment to doing what is necessary to ensure its implementation at *[Insert the name of your organization]*. As *[Insert job title],* I will be one of the people responsible for ensuring that the appropriate staff are also fully committed to the success of *OBPP* implementation, and I will work to involve all stakeholders.

I understand that this commitment may involve:

- providing staff time for training
- working directly with staff in order to successfully implement *OBPP*
- continuing to educate appropriate individuals or departments on how to implement *OBPP*
- coordinating data collection for the evaluation and reporting requirements

I have reviewed the components of *OBPP,* and I am aware that it is a program that requires a high level of communication, collaboration, and involvement on the part of those involved.

Rest assured that *[Insert the name of your organization]* has my ongoing support and gratitude for implementing *OBPP,* which will benefit *[Insert the name of your organization]* as well as the entire community.

Since we lack the financial resources to fund *OBPP* implementation internally, we must rely on support from *[Insert name of potential funder]* to fund this remarkable program. I hope you choose to invest in *[Insert the name of your organization]*'s efforts.

Thank you for your thoughtful consideration.

Sincerely,
[Insert your name and title]